Ministry of Education
Ontario

Hon. Thomas L. Wells
Minister of Education

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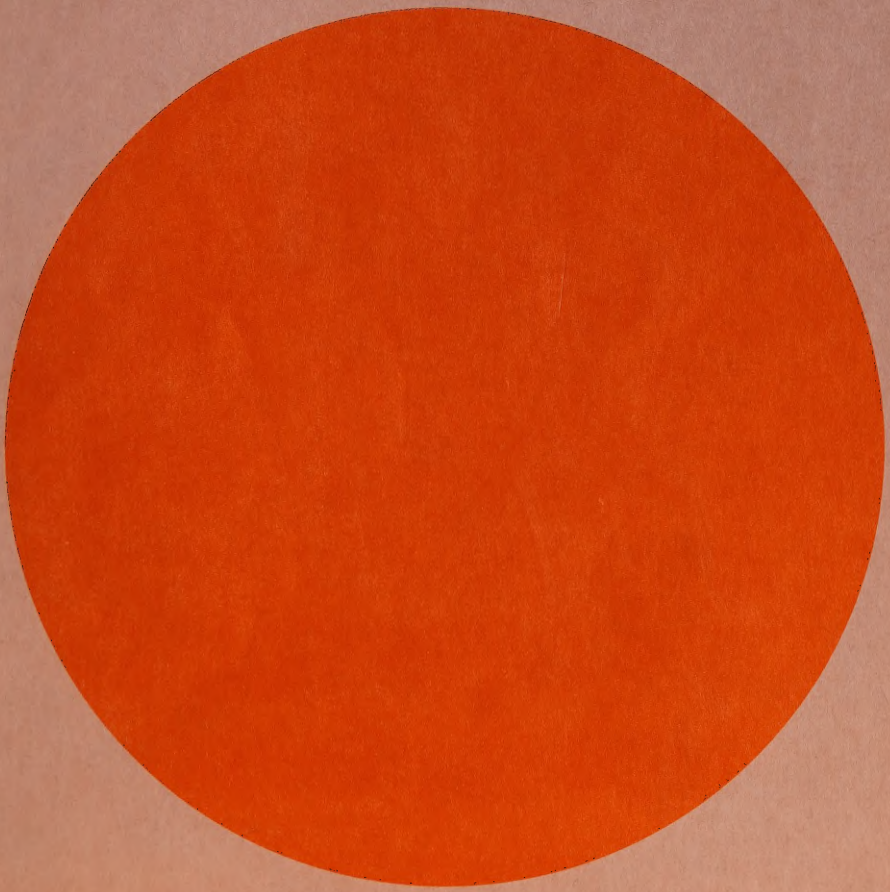
Special Education

Summer Courses 1974

Hamilton, Kingston, Kitchener-Waterloo,
London, Ottawa, Sudbury, Toronto

July 2—August 2, 1974
Registration July 2, 8:00 a.m.



Orientation Bulletin

This orientation bulletin has been prepared to assist you with your plans for the summer courses in Special Education to be held at the following locations:

Elementary

Hamilton:
Ainslee Wood Jr. Vocational School
1015 Main Street West

Kitchener-Waterloo:
Grand River Collegiate Institute
175 Indian Road

London:
Saunders Secondary School
941 Viscount Road

Sudbury:
Cambrian College of Applied Arts
1400 Barrydown Road

Toronto:
L'Amoreaux Collegiate
2501 Bridletowne Circle, Agincourt

Intermediate

Hamilton:
Ainslee Wood Jr. Vocational School
1015 Main Street West

Kingston:
John Graves Simcoe Public School
90 Wiley Street

Kitchener-Waterloo:
Grand River Collegiate Institute
175 Indian Road

London:
Saunders Secondary School
941 Viscount Road

Ottawa:
Sir John A. Macdonald High School
2675 Draper Avenue

Sudbury:
Cambrian College of Applied Arts
1400 Barrydown Road

Toronto:
L'Amoreaux Collegiate
2501 Bridletowne Circle, Agincourt

Specialist

Hamilton:
Ainslee Wood Jr. Vocational School
1015 Main Street West

London:
Saunders Secondary School
941 Viscount Road

Ottawa:
Sir John A. Macdonald High School
2675 Draper Avenue

Toronto:
L'Amoreaux Collegiate
2501 Bridletowne Circle, Agincourt

If enough duly qualified teachers apply for admission, the Ministry of Education will provide the courses in Special Education at the centres listed.

Registration will take place between 8:00 a.m. and 9:30 a.m. on July 2. Lectures will begin at 10:30 a.m. on July 2.

The information contained in this bulletin pertains to courses in all locations listed. Specific bulletins for each location will be provided at the courses on July 2.

Please bring this orientation bulletin to summer school with you.

Summer Courses in Special Education

An Overall Ministry Objective
—to ensure qualified personnel for programs and activities within its jurisdiction

An Overall Ministry Initiative
—to provide appropriate opportunities for qualified teachers and officials to continue to grow professionally while in service

Specific Curriculum Services Branch Functions
—to organize and implement Ministry summer courses

—to promote the improvement of teaching techniques and approaches

—to provide assistance and resources to school boards in areas of Special Education

General Course Objectives
—to assist qualified teachers to understand and meet the needs of exceptional pupils at all levels, from Kindergarten to senior secondary school

—to define aims and objectives and give practical help to teachers in all aspects of education for exceptional students

—to assist teachers to develop an appreciation of the nature of individual differences

—to provide programming insights into highly specialized fields of exceptionality

—to provide, under staff supervision, practical experience in meeting the needs of children with educational problems

Allowance for Previous Professional Education in Special Education

An applicant who submits to the Education Records Branch evidence of the successful completion of university courses in the education of exceptional students which parallel the pattern or content of the Ministry courses may be granted advanced standing in appropriate units of the Ministry courses.

Organization and Certification

Elementary Phase

Ministry Certification:
A teacher who successfully completes the course will be granted an Elementary Certificate in Special Education.

Admission:
To this course may be admitted an applicant who holds a certificate or Letter of standing qualifying him to teach in the schools of Ontario. The Education Records Branch may admit to the course an applicant with education and experience obtained outside the Province of Ontario. If the number of applicants exceeds the number that can be accommodated, preference will be given to applicants who furnish evidence that they will be employed in 1974-75 in a Special Education program or service.

Enrolment will be limited at each centre in order to ensure adequate staffing and facilities. Preference will be given to a) applicants who require the course for employment in 1974, and b) early applicants.

Students may be required to bring certain books and material indicated under subject outlines.

Areas of Study:
1. Psychology and education of exceptional students
2. Instructional approaches for exceptional students
3. Seminars

Intermediate Phase

Ministry Certification:
A teacher who successfully completes the course will be granted an Intermediate Certificate in Special Education.

Admission:
To this course may be admitted an applicant who holds an Elementary Special Education Certificate and submits evidence of one year of successful teaching experience in the schools of Ontario certified by the supervisory officer concerned. The certified successful teaching experience may have been obtained outside the Province of Ontario, at the discretion of the supervisory officer concerned.

Enrolment will be limited at each centre in order to ensure adequate staffing and facilities. Preference will be given to a) applicants who require the course for employment in 1974, and b) early applicants.

Students may be required to purchase or bring certain books and materials.

Areas of Study:
An applicant will select *one of the following units:*

221:
Physical exceptionalities

222:
Intellectual exceptionalities

223:
Communication exceptionalities—any *two* modules from among
a) learning disabilities
b) hearing impairment
c) speech correction
d) seminars

224:
Behavioural exceptionalities

Specialist Phase

Ministry Certification:
A teacher who successfully completes the course will be granted a Specialist Certificate in Special Education.

Admission:
To this course may be admitted an applicant who holds an Intermediate Special Education Certificate and who submits evidence of at least one year of successful teaching experience in Special Education (including integrated and partially-integrated programs) subsequent to the date of the Intermediate Certificate, certified by the supervisory officer concerned. On the recommendation of the supervisory officer concerned, the Education Records Branch may admit to a course in Special Education an applicant whose education and experience has been obtained outside the Province of Ontario. Requests for advanced standing should be accompanied by transcripts of courses taken elsewhere.

Students are required to bring certain books and materials.

Because each teacher will be conducting daily diagnostic teaching sessions with an exceptional pupil, candidates will find it helpful to bring to summer school general instructional aids useful for a variety of ages—bristol boards, magic markers, ditto masters, small film-strip viewers, informal tests, etc.

A considerable amount of reading is a necessary part of the Special Education summer courses. As reference libraries are somewhat limited, teachers who can borrow books about subjects to be studied from local resources are advised to do so.

Most courses involve project assignments. It is suggested that teachers bring along a pair of scissors, rulers, favourite reference books, etc., to facilitate practical activities.

Elementary Phase

Program Goal:
—to introduce qualified teachers to the broad spectrum of education for all exceptional students. It is assumed that applicants will have had prior introduction to child development, theories of learning, and basic teaching skills.

Program Objectives:
—to present to prospective teachers of exceptional students a survey of the various dimensions of education for exceptional students—legal, psychological, medical, educational, social

—to assist teachers to study instructional approaches in the education of exceptional students in general

—to sensitize teachers so that they may assist in the identification of exceptional students

—to develop an awareness of many areas of commonality in the education of all exceptional children, and to avoid the development of a narrow perspective based upon specialization in one specific area of exceptionality

Module 1: Psychology and Education of Exceptional Students
—common psychological characteristics and their implications for educational programming for students with behavioural, communication, intellectual, physical, and multiple exceptionalities

—educational provisions in Ontario with reference to legislation and current Ministry curriculum guidelines

—identification procedures

—research findings

Module 2: Instructional Approaches for Exceptional Students
—prescriptive programming, diagnostic teaching, precision teaching, remedial reading, etc.

Module 3: Seminars
—discussion groups, each assisted by one of the program instructors, will apply to specific age levels (pre-kindergarten to senior secondary school). Areas for discussion will include materials presented in modules 1 and 2 presented by guest speakers or requested by a group of teachers.

—practicum with individual children or small groups of children and individual study in accord with each teacher's needs. Goals or objectives will be arranged.

Intermediate Phase

Program Goal:
—to assist qualified teachers to study in depth the education of students in specific areas of exceptionality in accordance with their career plans and/or teaching commitments

Program Objectives:
—to present various areas of exceptionality for in-depth study of areas of exceptionality and educational programming therefor

—to assist teachers interested in exceptional students to become increasingly skilled in programming for students with specific types of exceptionality

Selection of Units:
Candidates will select one unit. If unit 223 (Communication Exceptionalities) is selected, candidates will select 2 modules from that unit.

Unit 221: Physical Exceptionalities

Module 1: Program planning
a) Orthopaedic and health exceptionalities

b) Visual exceptionalities
Etiologies and symptoms, accompanying social and emotional problems, curriculum and facility adjustments, selection of instructional/learning aids, resources, research findings, safety measures, teachers as members of multidisciplinary teams, homebound and hospitalized children, etc.

Module 2: Developing oral language skills
—as a strength for future employment and interpersonal relationships

—instructional approaches; use of typewriters, of tape recorders and of records by students, etc.

Module 3: Seminars
—with the assistance of a program instructor, small groups or individuals will pursue areas of interest or of need

Unit 222: Intellectual Exceptionalities

Module 1: Gifted or talented children
a) Identification

b) Common characteristics and implications for educational programming

c) Special needs for security, stimulation, and scope

d) Research

e) Resources

f) Programming—special class, integrated, resource, itinerant, team teaching, block time-tabling, rotary

g) Curricula modifications, individual studies, group techniques, learning/teaching aids

h) Underachievement

i) Evaluation and reporting

Module 2: Mild to moderate retardation (i.e., students who are educable mentally handicapped or slow learners)

a) Identification

b) Common characteristics and implications for educational programming

c) Research

d) Resources

e) Programming—full range from integrated to special school and institution

f) Curricula modifications, primary to secondary school levels

g) Instructional/learning aids

h) Educational objectives

i) Evaluation and Reporting

j) Individualized approach, experience approach, thematic approach, etc.

k) Classroom management techniques

l) Occupational education
H.S.1, practical subjects

Module 3: Seminars
With the assistance of a program instructor, small groups or individuals will pursue areas of interest or need relating to Modules 1 and 2.

See also Unit 227 which is offered in another location as a separate course.

Unit 223: Communication Exceptionalities

Candidates will select any two modules. Approximately half of the time will be spent in each module.

Module 1: Learning disabilities
a) Organic aspects and educational implications

b) Behavioural aspects and educational implications

c) Identifications, differential diagnosis

d) Remediation—visual perception, auditory perception, language skills, memory

e) Programming—full range from special class to integrated, curricula modifications

f) Resources

g) Research

h) Methods—Strauss, Cruickshank, Dephart, Delacoto, Barry, Gallagher, Myklebust, Frostig

i) Instructional/learning aids

Module 2: Hearing impairment
a) Identification, audiometry, symptoms

b) Common causes

c) Adaptations—environment, instructional/learning aids, programming

d) Accompanying social and emotional problems

e) Language development, speech analysis

f) Curricula modifications

g) Auditory training, lip reading

h) Hearing aids

i) Resources

j) Research

k) Programming—special classes, integrated, resource, itinerant

Module 3: Speech correction
a) Overview of speech and language disorders

b) Elements of speech

c) Development of speech and language

d) Articulation disorders

e) Symptomatology

f) Etiology

g) Testing and diagnosis

h) Instructional methods and programming—corrective and improvement lessons, formal techniques, etc.

i) Cleft palate, cerebral palsy, aphasia, delayed speech, voice disorders

j) Organization patterns

Module 4: Seminars
With the assistance of a program instructor, small groups or individuals will pursue areas of interest or need.

See also Units 225, 226 and 229, which are offered in other locations as separate courses.

Unit 224: Behavioural Exceptionalities

Module 1: Behavioural disturbances
a) Manifestations, diagnosis (educational, medical, psychological)

b) Objective observation

c) Etiology—genetic, environmental, social

d) Treatment resources

e) Teachers as members of multidisciplinary teams

f) Interpreting psychological, psychiatric, and social work reports for educational planning

g) Research

h) Programming—special class, integration, protected class, crisis teacher, home instruction, volunteers, institutional classes, resource, itinerant

i) Approaches—functional, behaviour modification, non-directive, play therapy, planned ignoring, signal interference, proximity control, etc.

j) Classroom organization—learning/teaching aids, grouping, class dynamics, support services, curricula modifications K-13

k) Autism

Module 2: Cultural differences
Accompanying social and emotional problems, inner city cultures, role of the school in the community, the school and social service agencies, curriculum adaptations

Module 3: Seminars
With the assistance of a program instructor, small groups or individuals will pursue areas of interest relating to Module 1.

Unit 225: Teaching English as a Second Language
Teachers holding both an Elementary Certificate in Special Education and a certificate in Teaching English as a Second Language will be eligible for the Specialist Phase.

Unit 226: Teachers of Native Children
Teachers holding both an Elementary Certificate in Special Education and a certificate as a Teacher of Native Children will be eligible for the Specialist Phase.

Unit 227: Teaching Trainable Retarded Children
Teachers holding both an Elementary Certificate in Special Education and an Intermediate Certificate in Teaching Trainable Retarded Children will be eligible for the Specialist Phase.

Unit 228: Individual Intellectual Assessment
Teachers who have successfully completed a university post-graduate course involving practicum in individual intellectual assessment and who have an Elementary Certificate, Special Education, will be eligible for the Specialist Phase.

Unit 229: Teachers of the Deaf
Teachers who hold an Ontario Certificate as a teacher of students who are deaf and an Elementary certificate in Special Education will be eligible for the Specialist Phase.

Specialist Phase

Program Goal:
—to assist qualified teachers in the further development of their skills in teaching exceptional students

Program Objectives:
—to provide opportunities for teachers to develop additional skill in teaching exceptional students ;

—to develop an awareness of supervisory and administrative concerns in the education of exceptional students ;

—to encourage an interest in maintaining current knowledge ~~(research, trends, etc.)~~ regarding the education of exceptional students.

Module 1: Diagnostic and Tutorial Practicum
a) Preparation of a case history

b) Diagnosis of a student's educational needs

c) Formulation of an appropriate program

d) Tutorial practice in educational diagnosis instructional techniques

Module 2: Current Research, and Trends in the Education of Exceptional Students

a) Instructional materials

b) Individual and/or small group studies of areas of exceptionality arranged to meet the needs and interests of teachers with the assistance of a program instructor

Module 3: Administration and Supervision
a) Review of relevant current Ontario legislation—acts, regulations, curriculum guidelines, and Ministry circulars

b) Establishment of comprehensive services

c) Functions of a consultant, a supervisor, an administrator

d) Problems of administration and supervision

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